

ARGUMENT—Standard 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Scoring Elements	Stretching	4 Mastering Standards	3 Meeting Standards	2 Developing Standards	1 Initiating Standards
Controlling Idea	<ul style="list-style-type: none"> Addresses all aspects of prompts appropriately with a consistently strong focus and convincing position Introduces compelling claim(s) Effectively distinguishes the claim from alternate or opposing claims 	<ul style="list-style-type: none"> Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position Introduces precise claim(s) Clearly distinguishes the claim from alternate or opposing claims 	<ul style="list-style-type: none"> Addresses prompt appropriately and maintains a clear focus Provides a generally convincing position Introduces basic claim(s) Distinguishes the claim from alternate or opposing claims 	<ul style="list-style-type: none"> Addresses prompt appropriately and establishes a position but lacks clarity Introduces unclear claim(s) Attempts to distinguish the claim from alternate or opposing claims 	<ul style="list-style-type: none"> Attempts to address prompt but lacks focus or is off-task Attempts to introduce claim(s), but claim(s) may be illogical or off topic Attempts to distinguish the claim from alternate or opposing claims
Development	<ul style="list-style-type: none"> Fully develops claim(s) and counterclaims Supplies relevant evidence for each claim Points out strengths and limitations of claims and counterclaims Consistently anticipates the audience's knowledge level and concerns 	<ul style="list-style-type: none"> Strongly supports the claim with logical reasoning and relevant evidence Demonstrates a clear understanding of the topic or text 	<ul style="list-style-type: none"> Supports the claim with basic logical reasoning and relevant evidence Demonstrates a clear but basic understanding of the topic or text 	<ul style="list-style-type: none"> Supports the claim with reasoning and evidence Attempts to demonstrate an understanding of the topic or text but lacks some clarity 	<ul style="list-style-type: none"> Attempts to support the claim with reasoning and evidence Attempts to demonstrate an understanding of the topic or text but lacks clarity in much of the text
Organization	<ul style="list-style-type: none"> Establishes strong relationships among main claim, and all supporting claim(s), counterclaims, evidence, and reasoning Provides a compelling concluding statement or section that follows and supports the argument 	<ul style="list-style-type: none"> Logically organizes supporting claims, evidence, and reasoning to enhance the argument Provides a successful concluding statement or section that follows and supports the argument(s) presented 	<ul style="list-style-type: none"> Logically organizes supporting claims, evidence, and reasoning Provides a concluding statement or section that follows and supports the argument 	<ul style="list-style-type: none"> Attempts to logically organize supporting claims, evidence, and reasoning but lack of clarity interferes with the reader's understanding Provides a concluding statement or section but it doesn't follow the argument 	<ul style="list-style-type: none"> Attempts to organize supporting claims, evidence, and reasoning Provides an illogical or partial concluding statement or section
Command of Language	<ul style="list-style-type: none"> Uses precise words, phrases, and clauses to: <ul style="list-style-type: none"> link the major sections of the text create cohesion clarify relationships between claim, supporting claims, evidence and reasoning, and counterclaims Establishes and maintains a formal, objective tone that enhances the argument Attends to the norms and conventions of the writing task 	<ul style="list-style-type: none"> Uses precise words, phrases, and clauses to: <ul style="list-style-type: none"> create cohesion clarify relationships between claim(s), evidence, and reasoning (7) clarify relationship between claim(s), counterclaims, evidence, reasoning (8) Establishes and maintains a formal tone that enhances the argument(s) 	<ul style="list-style-type: none"> Uses words, phrases, and clauses to <ul style="list-style-type: none"> create cohesion acknowledge relationships between claim(s), evidence, and reasoning but lacks clarity (7) acknowledge relationships between claim(s), counterclaims, evidence, and reasoning (8) Establishes and generally maintains a formal tone 	<ul style="list-style-type: none"> Uses words and phrases to attempt cohesion and clarity of the argument Attempts to establish and maintain a formal tone 	<ul style="list-style-type: none"> Words and phrases inhibit clarity and cohesion of the argument Does not establish a formal tone
Reading and Research (as applies)	<ul style="list-style-type: none"> Selectively synthesizes and integrates important details from multiple sources to develop the argument Properly paraphrases, quotes, and cites sources to avoid plagiarism Follows standard citation format 	<ul style="list-style-type: none"> Uses accurate and credible sources that enhance the argument Quotes or paraphrases data while avoiding plagiarism Follows standard citation format 	<ul style="list-style-type: none"> Uses accurate and credible sources Quotes or paraphrases data while avoiding plagiarism Generally follows standard citation format 	<ul style="list-style-type: none"> Uses adequate sources Quotes or paraphrases data attempting to avoid plagiarism Attempts to follow standard citation format 	<ul style="list-style-type: none"> Uses some sources Quotes or paraphrasing of data may be inadvertently plagiarized Provides limited or no citation

CSD STATE STANDARDS WRITING RUBRICS (GRADES 7-8)

INFORMATIVE/EXPLANATORY

INFORMATIVE/EXPLANATORY—Standard 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Scoring Elements	Stretching	4 Mastering Standards	3 Meeting Standards	2 Developing Standards	1 Initiating Standards
Controlling Idea	<ul style="list-style-type: none"> Addresses all aspects of the prompt appropriately with a strongly developed focus Introduces a topic with complex ideas, concepts, and information 	<ul style="list-style-type: none"> Addresses all aspects of the prompt appropriately with a consistently strong focus Introduces the topic clearly Effectively previews what follows the stated topic 	<ul style="list-style-type: none"> Addresses prompt appropriately and maintains a clear focus Introduces the topic clearly Previews what follows the stated topic 	<ul style="list-style-type: none"> Addresses prompt appropriately but lacks clarity Topic is unclear Partially previews what follows the stated topic 	<ul style="list-style-type: none"> Attempts to address prompt but lacks focus or is off-task Topic is off-task Attempts to preview what follows the stated topic
Development	<ul style="list-style-type: none"> Develops the topic with analysis of multiple relevant: <ul style="list-style-type: none"> well-chosen and sufficient facts definitions concrete details quotations other well-chosen information and examples Examples are appropriate to the audience's knowledge of the topic 	<ul style="list-style-type: none"> Develops the topic with analysis of multiple relevant: <ul style="list-style-type: none"> well-chosen facts definitions concrete details quotations other well-chosen information and examples 	<ul style="list-style-type: none"> Develops the topic with analysis of some relevant: <ul style="list-style-type: none"> well-chosen facts definitions concrete details quotations other information and examples 	<ul style="list-style-type: none"> Develops the topic with analysis of some: <ul style="list-style-type: none"> facts definitions concrete details quotations other information and examples 	<ul style="list-style-type: none"> Lacks analysis of : <ul style="list-style-type: none"> facts definitions concrete details quotations other information and examples
Organization	<ul style="list-style-type: none"> Organizes complex ideas, concepts, and information to make important connections and distinctions Uses appropriate and varied transitions to link major sections of the text to create cohesion and clarify the relationships among ideas and concepts Provides a concluding statement or section that follows from and supports the information or explanation presented Includes consistent formatting (headings), graphics, and multimedia to aid the reader's comprehension 	<ul style="list-style-type: none"> Organizes ideas, concepts and information into broader categories Uses appropriate and varied transitions to create cohesion and to clarify the relationships among ideas and concepts Provides a complete and successful concluding statement or section that follows from and supports the information or explanation presented (articulates implications or significance of the topic) Includes useful formatting (headings), graphics, and multimedia to aid the reader's comprehension 	<ul style="list-style-type: none"> Uses appropriate and varied transitions to create cohesion and attempts to clarify relationships among ideas and concepts Provides a concluding statement or section that follows from and supports the information or explanation presented Includes formatting (headings), graphics, and multimedia to aid comprehension 	<ul style="list-style-type: none"> Uses appropriate transitions to create cohesion Provides a concluding statement or section but it doesn't follow the information or explanation Attempts to include formatting (headings), graphics, and multimedia but they don't clearly aid comprehension 	<ul style="list-style-type: none"> Transitions are ineffective Attempts to provide a concluding statement or section Lacks the relevant formatting (headings), graphics, and multimedia necessary to aid comprehension (e.g. off-topic, illogical)
Command of Language	<ul style="list-style-type: none"> Consistently uses precise words and domain-specific vocabulary to manage the complexity of the topic Establishes and maintains a formal style and objective tone Attends consistently to the norms and conventions of the writing task 	<ul style="list-style-type: none"> Uses precise language and domain-specific vocabulary to inform about or explain the topic Establishes and maintains a formal style that enhances the topic 	<ul style="list-style-type: none"> Uses language and domain-specific vocabulary to inform about or explain the topic Establishes and maintains a formal style 	<ul style="list-style-type: none"> Uses language and vocabulary that partially informs about the topic Attempts to establish and maintain a formal tone 	<ul style="list-style-type: none"> Language and vocabulary attempts to inform about the topic Establishes a formal tone but does not maintain it
Reading and Research (as applies)	<ul style="list-style-type: none"> Accurately and compellingly synthesizes important details from multiple sources to develop the topic. Quotes or paraphrases data while avoiding plagiarism Follows standard citation format 	<ul style="list-style-type: none"> Accurately and effectively synthesizes important details from multiple sources to develop the topic Quotes or paraphrases data while avoiding plagiarism Follows standard citation format 	<ul style="list-style-type: none"> Synthesizes important details from multiple sources to develop the topic Quotes or paraphrases data while avoiding plagiarism Follows standard citation format 	<ul style="list-style-type: none"> Synthesizes details from multiple sources to develop the topic Quotes or paraphrases data in an attempt to avoid plagiarism Generally follows standard citation format 	<ul style="list-style-type: none"> Synthesizes few details from multiple sources to develop the topic Attempts to quote or paraphrase data but fails to avoid plagiarism Attempts standard citation but is frequently inaccurate